

From the Editors

As do all scholarly journals, *RFL* depends on the support of individuals with expertise in various areas of second and foreign language reading. The critical and insightful observations and suggestions of the external reviewers allow the journal to maintain the high quality of its articles. We understand the value of external reviewers and appreciate their dedication to the undertaking. That said, we would like once again to solicit more external reviewers as the number of manuscripts we receive continues to increase. Any readers of *RFL* who would like to be external reviewers are encouraged to contact us with their areas of second and foreign language reading expertise.

We would also like to remind our readers of the Special Issue scheduled for October 2015, on the topic *Connections between Second Language Reading and Writing*. We feel fortunate to have Betsy Gilliland and Jeongyeon (Jay) Park as editors of this Special Issue. Please see the announcement at:

<http://nflrc.hawaii.edu/rfl/announcements.html>

RFL acknowledges and appreciates the support of the National Foreign Language Resource Center (NFLRC), and the University of Hawai‘i Department of Second Language Studies. Their continued material support funding allows us to offer *RFL* without charge. We make our semi-annual request that those readers of *RFL* who have not yet subscribed do so become subscribers at no cost. Subscribers have the option of being notified through e-mail as soon as each new issue is released. We keep all subscriber information confidential. We ask you to subscribe because it will assist us in continuing to obtain institutional support for the journal, keeping it free of charge. So, please take a few moments to fill out the brief subscription form for *Reading in a Foreign Language*.

We would like to acknowledge and thank the external reviewers who have provided valuable comments on manuscripts. As noted above, these scholars make invaluable contributions to *RFL*.

Belinda Crawford Camiciottoli, Gillian Claridge, Tom Cobb, Alice Healy, George Jacobs, Xiangying Jiang, Cheryl Kirchhoff, James F. Lee, Mike Misner, Hitoshi Nishizawa, Jixian Pang, Tom Robb, Victoria Rodrigo, Steven Ross, Helen H. Shen, Paul Stepleton, Fredricka Stoller, Paul Talley, Holly Krech Thomas, Jing Wang, Junko Yamashita, and Aiping Zhao

We also acknowledge our copy editors and thank them for their hard work.

Hyunah Ahn, Cheryl DiCello, Greg Gagnon, Jennifer Holdway, Alex Kasula, Sangki Kim, Jake Kletzien, Priscilla Leal, Aki Omote, Jeongyeon Park, Hami Suzuki, Fred Zenker, and Jing Zhou

RFL is entering a new era with the passing of several editorial batons. We welcome Eunseok Ro who is joining us as Assistant Editor and Web Production Editor. Hanbyul Jung leaves *RFL* for greener pursuits as she completes her PhD in Second Language Studies. She has served in those important *RFL* editorial positions since 2010 with Volume 22#1 and has kept the journal on track. She will be sorely missed. We have been fortunate over the past dozen years to have a supportive and productive Advisory Board and Editorial Board. Dr. James Dean Brown has served on the Advisory Board in his capacity as Director of the National Foreign Language Resources Center. He has stepped down from that position and we have a new member of the Advisor Board, Dr. Julio C. Rodriguez. Dr. Rodriguez is the Director of the National Foreign Language Resources Center as well as of the Center for Language and Technology. We welcome him to the board. Paul Nation has retired from his regular position at Victoria University of Wellington, New Zealand (though not slowed down), and is leaving as a member of the *RFL* Editorial Board. He has been on the Board since Volume 8 #2 in 1992. We will miss his insights, cooperation, and editorial leadership. Aloha, Paul.

In this issue

Articles

Jez Uden, Diane Schmitt, & Norbert Schmitt present four case studies following a small group of learners to investigate whether a particular graded reading series provides a bridge to reading unsimplified novels for pleasure.

David Beglar & Alan Hunt investigate the effect of three factors on the reading rate gains of 14 Japanese university students: (a) the amount of pleasure reading completed, (b) the type of texts read, and (c) the level of simplified texts read.

Eunseok Ro & Cheng-ling Alice Chen replicate the methods and data analysis of Crawford Camiciottoli's (2001) study on second language (L2) reading behavior of academic English-as-a-foreign-language (EFL) students.

Victoria Rodrigo, Daphne Greenberg, & Don Segal analyze the effect of two reading interventions on reading habits by 181 low literate adults who read at the 3-5.9 grade levels. One intervention implemented extensive reading and the other one had direct instruction.

Scott Crossley, Hae Sung Yang, & Danielle McNamara used a moving windows self-paced reading task to assess both text comprehension and processing time of authentic texts and these same texts simplified to beginning and intermediate levels.

Cindy Brantmeier, Mike Strube, & Xiucheng Yu examine the relationship between pausal and idea units in scoring recalls for L2 readers of English in China.

Xiaoxing Su & Young-Suk Kim examine the relation of knowledge of semantic radicals to students' language proficiency and word reading for adult Chinese-as-a-foreign language students.

Mark Shiu Kee Shum, Wing Wah Ki, & Che Kan leong compared alphasyllabary language users with Chinese students in comprehending elementary Chinese texts containing indicators hypothesized to differentially predict text comprehension.

Reviews

The issue also contains two reviews of textbooks relevant to reading teachers.

Teacher's Sourcebook for Extensive Reading by George Jacobs & Thomas S. C. Farrell is reviewed by Mike Misner.

New Ways in Teaching Reading, Revised by Richard R. Day (Ed.) is reviewed by Kasey Larson

Discussion

Three selections involve commentaries about previous RFL publications.

Addressing the importance of comprehension to reading: Learning lessons from Chang (2012), by Stuart McLean

Measuring reading comprehension in an L2 speed reading course: Response to McLean, by Anna C-S Chang

How effective can extensive reading be? Comments on Robb and Kano (2013), by Alan M. Taylor